

SEND Procedures

At Caddington Village School we believe that all children should be given the opportunity to be educated alongside their peers, regardless of special educational needs and/or disabilities (SEND).

We are fully committed to meeting the needs of those pupils as far as is reasonably practical and effective whilst maintaining the provision for other pupils. In meeting these responsibilities we demonstrate regard to the SEN Code of Practice 2014, The Disability Discrimination Act 2001 and the Equality Act 2010.

At Caddington Village School we seek to provide the best that we can for children with SEND by;

- Promoting high achievement for all children within their own capabilities
- Ensuring that we celebrate all children's strengths and skills
- Providing children with the skills, knowledge, understanding and attitudes to fully equip them for life in the 21st Century
- Promoting lifelong learning
- Working in close partnership with parents/carers and children
- Ensuring that Special Educational Needs are identified and assessed as early as possible and that pupils' needs are met as soon as practically possible
- Ensuring that all children have access to a relevant, broad and balanced curriculum
- Working proactively with the Local Authority (LA) and other agencies, including Children's Services, parent support groups, Psychologists and medical services in identifying, assessing and meeting Special Educational Needs.

Roles and Responsibilities

Governors will, in co-operation with the Executive Headteacher, determine the schools general policy and approach to provision for children with SEND. They will establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher will keep the governing body fully informed.

The SENDCo's (Special Educational Needs and Disabilities Coordinator) key responsibilities include:

- Co-ordinating provision and resources for children with SEND to ensure effective intervention
- Liaising with and advising fellow teachers to aid and ensure early identification of needs
- Overseeing records of pupils with SEND
- Liaising with parents/carers of children with SEND
- Liaising with external support services
- Monitoring the progress of SEND pupils
- Planning and chairing review meetings relating to pupils with SEND where appropriate

All teachers and learning support assistants are involved in identifying, assessing and making provision for pupils with SEND.

A Graduated response to SEND support

Quality First Teaching (QFT)

Each class teacher offers targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class
- That all teaching is based on building on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning
- Specific strategies are in place to support your child to learn when needed
- Through the use of Assertive Mentoring your child's teacher will have carefully checked on your child's progress and will have identified that your child has a gap in their understanding/learning and will offer them support to help them make the best possible progress

All pupils in school should be getting this as a part of excellent classroom practice when needed. Progress is measured through a combination of tests and teacher assessments and is discussed with parents at parental consultations. Teachers are continuously monitoring the progress of children in their classes and are happy to meet informally with parents/carers at mutually agreed times between parents consultation evenings if they have concerns.

Early Identification

In order to identify concerns about a pupil's progress the class teacher will look at:

- Their assessment and experience of the pupil
- Pupil progress, attainment and behaviour
- The pupil's development in comparison with their peers
- The pupils own views

Where a pupil is identified as under achieving or raising developmental concerns, the class teacher will discuss the concerns with the parents/carers and then refer the pupil to the SENDCo. The Inclusion team will then make a decision on how best to proceed with the concerns, this will usually involve an observation of the pupil by the SENDCo. It may also involve referrals to external agencies. These referrals will only ever be made with parental consent. The pupil may then have more individualised targets set out on the class provision map.

Classroom monitoring

All class teachers are responsible for producing a class provision map, which clearly identifies special features of the cohort, such as summer born pupils, pupils who are classed as disadvantaged, pupils with SEND and pupil achieving below Age Related Expectations. The class teacher remains responsible for planning, teaching and recording evidence in respect of attainment and progress. The provision map is split into three main sections:

- Wave 1 (Quality First Teaching)
- Wave 2 (Quality First Teaching and targeted support)
- Wave 3 (Quality First Teaching and targeted support for pupils with SEND)

The SENDCo will support the class teacher in the implementation of targets on the Provision Map. Provision Maps will be reviewed at least termly, although should be a working document which teachers edit as pupils meet their targets.

SEND Support

If following a period of targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENDCo will place the pupil on school Inclusion list at SEND support (also known as Stage 1 or 2). This will also involve examining the Central

Bedfordshire graduated response advice which provides detailed guidance on the processes at Stage 1 and Stage 2.

Triggers indicating the need for intervention

At the classroom monitoring stage (not on the Inclusion list)

The pupil, despite receiving differentiated learning opportunities and QFT:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's differentiated area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or social difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Has a visual (VI), hearing (HI) or multi-Sensory (MSI) impairment that the class teacher needs to be aware of, but with classroom management does not adversely affect the pupil's learning
- Has social, emotional (perhaps temporary) difficulties including interaction and self-belief

At SEND support stages

Despite having been monitored with additional focus or support as well as QFT, there are still concerns regarding the pupil and the pupil:

- continues to make little or no progress in specific areas over a long period of time
- continues to work substantially below Age Related Expectations
- has emotional or social difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

Possibility of leading to an Education Health and Care Plan assessment request:

If, despite having an individualised programme and concentrated support under SEND support, the pupil continues to show lack of significant progress over a reasonable period of time and meets the thresholds for statutory assessment, evidence will be collated, with the permission of parents/carers in order to submit an application for an Education Health and Care Plan (EHCP) assessment.

After the reports have all been sent in, Central Bedfordshire or Luton Borough Council (dependent on your home address) will decide if your child's needs require an EHCP. If granted:

- The EHCP will outline the provision your child will receive. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Parents have the right to make a Parental Referral for Statutory Assessment. Information about this process can be gained from the Area Education Office though it is strongly advised that parents should discuss such a referral with the Headteacher or SENDCo prior to taking such action. The main reason for this is that Statutory Assessment is a timed process and it is essential that all elements are planned as much, in advance, as possible.

Professionals and agencies that we work with

If a pupil is identified as requiring additional support, we may refer them to different professionals or agencies. These can include, but are not exclusive to:

- The Edwin Lobo Centre (Community Paediatricians)
- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- The Jigsaw Centre (extended education support service for pupils with behavioural and emotional needs)

Health/Medical needs

Supporting children with medical needs:

If your child has any medical needs that require intervention a Health Care plan will be written by the relevant health care professionals. This will then be shared with the school, where all staff will be made aware of their needs.

Your child's social and pastoral care is very important and sharing of your concerns with their class teacher will help everyone to work well together.

All medicines are carefully monitored and recorded. If there are any concerns a member of the Senior Leadership Team, usually the SENDCo, will contact parents/carers to discuss any issues. If required, the School Nurse will be contacted. Dietary needs are discussed and any allergies shared with relevant staff.

Behaviour Needs

If your child has behavioural difficulties, their Class Teacher will keep you fully informed. Advice from additional professionals will be sought if required. Everything possible will be implemented to ensure your child is included at all times. If their behaviour needs require it, then they will be added to the Inclusion list and, with parental permission, external agencies may be contacted for advice and support. A behaviour plan may be created with your child's class teacher, SENDCo and parents/carers.

Attendance

It is important that your child has good attendance so they are able to make good progress with the support they are given. It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as possible. If Parents/Carers are unsure about issues they will be encouraged to discuss them with staff.

Parental Partnership

Parents/carers are encouraged to discuss any concerns at the first opportunity. All parents/carers are requested to sign up to Parentmail, the school's email system so that they receive up to date information. Parents/carers are invited to come into school when possible, particularly for SEND coffee mornings which are held at least termly. A list of key dates and events is posted on the school's website and included in the newsletter.

Who can a parent/carer contact for further information?

Parents/carers are encouraged to speak to their child's class teacher in the first instance. The school office will pass on messages to relevant members of staff, who can then arrange a meeting if required. The SENDCo will also arrange to meet with parents/carers to discuss any new assessments and ideas suggested by outside agencies for your child or support the class teacher to hold this meeting.

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